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EFFECTIVE TRAINING STRATEGIES FOR TEACHING STAFF TO WORK IN AN INCLUSIVE EDUCATIONAL ENVIRONMENT

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The research is devoted to the topical topic of effective training strategies for teaching staff to work in an inclusive educational space. In the modern educational context, where inclusive education is of particular importance, this study aims to identify and implement teaching methods that will prepare educators to successfully work with students with diverse educational needs. The study's objective is to create and evaluate efficient teaching techniques that support the acquisition of critical competencies required to function in an inclusive workplace. Particular focus is placed on the strategies of differentiation, adaptive learning, and communication skill development. The study comprises a thorough examination of the relevant literature in addition to an analysis of survey responses from fifty students in educational specializations. The purpose of the survey is to find out how students feel about their current training and what they need to learn in order to function in a diverse workplace. According to the poll results, there is a considerable disconnect between the requirements of inclusive education and the current state of teacher preparation. The paper

makes recommendations for ways to enhance curricula, such as incorporating specialist courses, hands-on learning opportunities, and workshops, in addition to emphasizing communication skills development. The research makes a significant contribution to the field of teacher education, especially in the context of training personnel to work in an inclusive educational environment, offering concrete and practical solutions to improve educational programs.

Key words: *information competence, digital technologies, critical thinking, digital literacy, interactive methods.*

ПЕДАГОГИКАЛЫҚ ҰЖЫМНЫҢ ИНКЛЮЗИВТІ БІЛІМ БЕРУ ЖҮЙЕСІНДЕ ЖҰМЫС ІСТЕУІНІҢ ТИІМДІ СТРАТЕГИЯЛАРЫ

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Зерттеу инклюзивті білім беру мекемелеріндегі оқытушылар жұмысының тиімді әдістерінің өзекті тақырыбына арналған. Бұл зерттеу мұғалімдерді заманауи білім беруде әртүрлі білім беру қажеттіліктері бар оқушылармен табысты жұмыс істеуге дайындайтын оқыту әдістерін анықтауға және енгізуге бағытталған, мұнда инклюзивті оқыту барған сайын маңызды болып келеді. Зерттеудің мақсаты – адамдарға инклюзивті ортада жұмыс істеу үшін қажетті негізгі дағдыларды алуға көмектесетін тиімді оқыту әдістерін ойлап табу және талдау. Қарым-қатынас дағдыларын, бейімделу жаттығуларын және саралауды дамытуға ерекше назар аударылады. Зерттеу тақырып бойынша әдебиеттерге кең шолуды, сондай-ақ педагогикалық мамандықтағы 50 студенттің жауаптарын талдауды қамтиды. Сауалнаманың мақсаты студенттердің қазіргі білімі туралы не ойлайтынын және инклюзивті ортада жұмыс істеу үшін не білу керектігін білу болды. Сауалнама нәтижелері мұғалімдердің біліктілігін арттыру қажеттіліктері мен инклюзивті білім беру талаптары арасындағы айтарлықтай алшақтықты көрсетті. Мақалада арнайы курстар, практикалық сабақтар мен семинарлар, сондай-ақ коммуникативті дағдыларды оқытуды қамтитын оқу бағдарламаларын жақсарту идеялары берілген. Зерттеу инклюзивті білім беру ортасында жұмыс істеуге кадрларды даярлауға айтарлықтай үлес қосады, әсіресе білім беру бағдарламаларын жетілдіру үшін нақты және практикалық идеяларды ұсынады.

Түйінді сөздер: ақпараттық құзыреттілік, цифрлық технологиялар, сыни тұрғыдан ойлау, цифрлық сауаттылық, интерактивті әдістер.

ЭФФЕКТИВНЫЕ СТРАТЕГИИ ОБУЧЕНИЯ ПЕДАГОГИЧЕСКИХ КАДРОВ ДЛЯ РАБОТЫ В ИНКЛЮЗИВНОМ ОБРАЗОВАТЕЛЬНОМ ПРОСТРАНСТВЕ

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Исследование посвящено актуальной теме эффективных стратегий обучения педагогических кадров для работы в инклюзивном образовательном пространстве. В современном образовательном контексте, где инклюзивное образование приобретает особую значимость, данное исследование направлено на выявление и реализацию методов обучения, которые подготовят педагогов к успешной работе с учащимися, имеющими разнообразные образовательные потребности. Целью исследования является разработка и анализ эффективных стратегий обучения, которые способствуют развитию ключевых навыков, необходимых для работы в инклюзивной среде. Особое внимание уделяется методам адаптивного обучения, дифференциации и развитию коммуникативных навыков. Исследование включает анализ ответов на опрос, проведенный среди 50 студентов педагогических специальностей, и обширный обзор литературы по теме. Опрос направлен на определение мнения студентов о текущей подготовке и их потребности в обучении для работы в инклюзивной среде. Результаты опроса показали значительный разрыв между существующей подготовкой педагогов и требованиями инклюзивного образования. В статье предложены стратегии для улучшения учебных программ, включая интеграцию специализированных курсов, практические занятия и мастер-классы, а также развитие коммуникативных навыков. Исследование вносит значимый вклад в область педагогического образования, особенно в контексте

сте подготовки кадров к работе в инклюзивной образовательной среде, предлагая конкретные и практические решения для улучшения образовательных программ.

Ключевые слова: *информационная компетентность, цифровые технологии, критическое мышление, цифровая грамотность, интерактивные методы.*

Introduction. Inclusive education has become one of the key priorities of contemporary educational systems worldwide. Its primary aim is to ensure equal access to quality education for all learners, regardless of their physical, intellectual, emotional, social, linguistic, or other individual characteristics. Unlike traditional educational models, which often excluded students with special educational needs from mainstream schools, modern inclusive approaches emphasize participation, equality, and respect for diversity within a shared learning environment. The global development of inclusive education has been strongly influenced by international initiatives, particularly the UN Convention on the Rights of Persons with Disabilities, which established education as a fundamental right for every individual.

The growing importance of inclusive education is closely connected to broader social and educational transformations. Inclusive practices not only support the academic development of students with special educational needs but also contribute to the formation of tolerant, socially responsible, and cooperative communities. In this regard, inclusive education is increasingly viewed as an essential condition for achieving sustainable development goals related to equity and access to quality education.

The successful implementation of inclusive education largely depends on teachers' professional readiness. In inclusive classrooms, teachers are expected to perform far more than traditional instructional functions. They must create supportive learning environments, adapt teaching methods to diverse student needs, collaborate with parents and specialists, and ensure active participation of every learner in the educational process. Such responsibilities require educators to possess not only strong subject knowledge but also advanced communication skills, emotional flexibility, empathy, and the ability to apply differentiated and adaptive teaching strategies.

Differentiation and adaptive teaching are among the central approaches in inclusive pedagogy. These approaches involve modifying instructional materials, assessment methods, and classroom activities according to students' individual abilities, readiness levels, and learning styles. Effective inclusive teaching also requires close cooperation between teachers, psychologists, speech therapists, social workers, and parents in order to provide comprehensive support for students with special educational needs.

Despite the increasing demand for qualified teachers capable of working in inclusive environments, many teacher education programs continue to face significant challenges in preparing future educators for such contexts. In many cases, university curricula provide insufficient practical training and limited opportunities for students to develop competencies related to inclusive pedagogy. As a result, novice teachers often experience difficulties when working with diverse groups of learners in real classroom settings. This gap between the requirements of inclusive education and the actual level of teacher preparedness highlights the need to improve existing training approaches and develop more practice-oriented models of teacher education. Therefore, the issue of preparing future teachers for inclusive educational environments remains highly relevant in contemporary pedagogical research. Developing effective training strategies that combine theoretical knowledge with practical experience can significantly improve teachers' professional readiness, enhance the quality of inclusive education, and contribute to the creation of a more equitable and inclusive society.

Purpose and objectives. Despite the growing implementation of inclusive education worldwide, many teacher education programs still do not provide sufficient practical and methodological preparation for working in diverse classroom environments. Future teachers often possess theoretical knowledge about inclusive education but experience difficulties applying inclusive practices in real educational settings. This creates a significant gap between the requirements of modern inclusive education and teachers' actual professional readiness.

In this context, the present study focuses on identifying effective approaches to teacher preparation for inclusive educational environments. Particular attention is paid to the development of practical competencies, adaptive teaching skills, communication abilities, and professional readiness necessary for successful work with students with special educational needs.

The subject of the study is the educational system with a focus on inclusive learning environments.

The object of the study is the process of preparing future teachers for professional activity in inclusive classrooms.

The purpose of this article is to analyze the current level of teacher preparedness for inclusive education and to identify effective training approaches that can improve professional competencies required in inclusive educational settings.

The objectives of the research are:

- to examine the current state of teacher preparation for inclusive educational environments;
- to identify the main challenges and weaknesses within existing teacher training programs related to inclusive education;
- to analyze students' perceptions of their readiness to work in inclusive classrooms;

- to develop and propose practical strategies aimed at improving teacher training for inclusive education.

Literature review. The issue of preparing teachers for inclusive education has become one of the central topics in contemporary pedagogical research. Scholars widely agree that the successful implementation of inclusive education largely depends on teachers' professional competence, psychological readiness, and ability to respond to diverse educational needs.

C. Acedo emphasizes that teacher preparation for inclusive education remains one of the major challenges in modern teacher education systems. According to Acedo (2009), higher education institutions play a key role in preparing educators and school leaders capable of addressing the diverse needs of students with special educational needs and promoting innovative approaches to teaching in inclusive environments [1, p. 227].

Research conducted by S. Kosnik on teacher education reforms in countries such as England, the United States, Singapore, and Canada demonstrates the growing importance of practice-oriented teacher training. Among the identified reform directions, particular attention is given to practical preparation that enables future teachers to apply inclusive strategies in real educational contexts [2]. Similarly, H. Guðjónsdóttir argues that the development of inclusive education depends not only on institutional reforms but also on teachers' cultural values, beliefs, and professional perspectives [3, p. 7].

A significant body of research focuses on the professional and psychological readiness of teachers for inclusive educational environments. L. Florian and H. Linklater propose the concept of teacher "transformation," emphasizing that educators must continuously adapt their professional practices to meet the needs of all learners, including students with special educational needs [4, p. 369]. In the same context, I.N. Khafizullina considers inclusive competence an integral component of professional competence that combines motivational, cognitive, operational, and reflective elements necessary for effective inclusive teaching [5, p. 103].

Researchers also highlight the importance of teachers' personal and emotional characteristics in inclusive education. According to I.A. Oralkanova, psychological readiness for inclusive teaching includes empathy, tolerance, pedagogical optimism, personal motivation, and value orientation [6, p. 41]. A. Minnaert's research further demonstrates that teachers' attitudes toward inclusion are shaped by cognitive, affective, and behavioral factors, while negative or neutral perceptions may reduce the effectiveness of inclusive practices [7, p. 331].

In the context of Kazakhstan, research on teacher preparation for inclusive education remains relatively limited. Nevertheless, several scholars have made important contributions to this field. Z.A. Movkebaeva emphasizes the necessity of developing professional competencies that correspond to the individual characteristics and educational needs of students with disabilities. Her work underlines the importance of differentiated instruction, adaptive teaching methods, and the creation of specialized didactic materials for inclusive classrooms [8, p. 6]. In addition, G.O. Banch stresses the role of educators and psychologists in fostering inclusive culture and promoting understanding of the social and ethical foundations of inclusion [9, p. 108].

Recent studies also emphasize the growing role of educational technologies in inclusive teacher preparation. Digital platforms, educational software, and interactive learning tools allow teachers to create individualized learning plans, adapt instructional materials, and improve communication with students and parents. At the same time, researchers note that technological tools alone cannot ensure successful inclusion without sufficient pedagogical and practical teacher preparation.

Despite the increasing attention given to inclusive education in teacher training programs, many studies indicate that future teachers still experience difficulties in applying inclusive approaches in practice. Insufficient practical experience, limited exposure to inclusive classroom environments, and inadequate development of adaptive teaching skills remain common challenges in teacher education programs [10, 11].

Thus, the existing literature demonstrates that effective preparation for inclusive education requires a combination of theoretical knowledge, practical training, psychological readiness, and continuous professional development. However, there is still a need for research focused on identifying effective practice-oriented strategies that can improve future teachers' readiness to work in inclusive educational environments, particularly within the context of higher education institutions in Kazakhstan.

Materials and methods. Despite the growing body of research devoted to inclusive education, limited attention has been paid to the practical preparedness of future teachers for work in inclusive classroom environments, particularly within the context of higher education institutions in Kazakhstan. Existing studies primarily focus on theoretical aspects of inclusive pedagogy, while insufficient emphasis is placed on students' perceptions of their own readiness, practical training experiences, and competency development. This research gap highlights the need for empirical investigation into how future educators evaluate current teacher preparation practices and what improvements they consider necessary for effective professional work in inclusive settings.

The present study employed a survey-based research design aimed at examining the perceptions, experiences, and preparedness of students enrolled in pedagogical disciplines regarding inclusive education. The study sought to identify the strengths and weaknesses of current teacher training approaches and to

determine which competencies and forms of preparation are considered most important for successful work in inclusive classrooms.

The survey instrument was developed using a structured methodological approach and included questions related to inclusive education, professional readiness, practical training, and adaptive teaching competencies. Both quantitative and qualitative data collection methods were used in order to obtain a more comprehensive understanding of students' perspectives.

The questionnaire consisted of 10 closed-ended and open-ended questions, including:

- *students' understanding of the principles and methods of inclusive education;*
- *their level of confidence in working with students with special educational needs;*
- *perceptions of the attention given to inclusive education within university curricula;*
- *challenges associated with inclusive teaching practices;*
- *competencies considered essential for inclusive educational environments;*
- *availability of practical training and internships in inclusive institutions;*
- *attitudes toward the social importance of inclusive education;*
- *recommendations for improving teacher preparation programs.*

The study involved 50 students from various pedagogical specializations who participated in an online survey. Participation in the research was voluntary, and respondents were informed about the purpose and objectives of the study prior to data collection. The confidentiality and anonymity of participants were ensured throughout the research process in accordance with ethical research principles.

The collected data were analyzed using descriptive analysis methods in order to identify common trends, recurring challenges, and students' overall perceptions of teacher preparedness for inclusive education.

Results and discussion. The analysis of the survey results revealed several significant trends related to the preparedness of future teachers for professional activity in inclusive educational environments. The findings demonstrate that although students generally recognize the importance of inclusive education and express positive attitudes toward inclusive practices, many of them do not feel sufficiently prepared for practical work with students who have special educational needs. This confirms the existence of a gap between the theoretical foundations of teacher education and the practical competencies required in inclusive classrooms.

One of the key findings of the study concerns students' understanding of the principles and methods of inclusive education. According to the survey results, 36% of respondents evaluated their level of knowledge as good, while 48% described it as average and 16% admitted that their understanding of inclusive education was insufficient. These findings suggest that inclusive education is addressed within university curricula; however, the depth and consistency of such preparation remain inadequate. The predominance of "average" self-assessments indicates that many future teachers possess only general theoretical awareness without sufficient methodological or practical understanding of how inclusive strategies are implemented in real classroom settings.

The issue of practical preparedness became even more evident when students were asked about their readiness to work with learners who have special educational needs. Only 22% of respondents reported feeling fully prepared for such work, whereas 78% expressed uncertainty or a lack of confidence in their professional abilities. This result demonstrates that future educators often experience psychological and methodological difficulties related to inclusive teaching. In many cases, theoretical instruction alone does not provide students with the confidence necessary to manage diverse classrooms, apply differentiated teaching methods, or respond effectively to behavioral and learning challenges.

The results of the survey further revealed that inclusive education still occupies a relatively limited position within teacher preparation programs. Only 10% of respondents believed that sufficient attention is devoted to inclusive education in the curriculum. The majority of students indicated that the number of specialized courses, practical workshops, and methodological training sessions related to inclusive pedagogy remains insufficient. These findings confirm the need for curriculum modernization and stronger integration of inclusive teaching competencies into higher education programs for future educators.

Particular attention was paid to identifying the most difficult aspects of inclusive teaching from the students' perspective. Responses to the open-ended questions demonstrated that differentiated instruction, classroom behavior management, communication with students who have special educational needs, and adaptation of teaching materials were perceived as the greatest challenges. Many respondents emphasized difficulties associated with creating an educational environment that simultaneously meets the needs of all learners while maintaining effective classroom management and academic standards.

These findings correspond with existing research emphasizing that inclusive teaching requires teachers to possess not only subject knowledge but also advanced adaptive, communicative, and emotional competencies. The ability to individualize instruction, recognize students' diverse educational needs, and maintain a supportive classroom atmosphere is increasingly viewed as a central component of professional teacher competence in inclusive educational systems.

The survey also examined which competencies students considered most essential for successful professional activity in inclusive classrooms (Diagram 1). The majority of participants identified communica-

tion skills, differentiated instruction, adaptive teaching methods, emotional intelligence, and collaborative problem-solving as the most important competencies. This demonstrates that future teachers themselves recognize the multidimensional nature of inclusive pedagogy and understand that successful inclusion depends not only on academic preparation but also on interpersonal and psychological readiness.

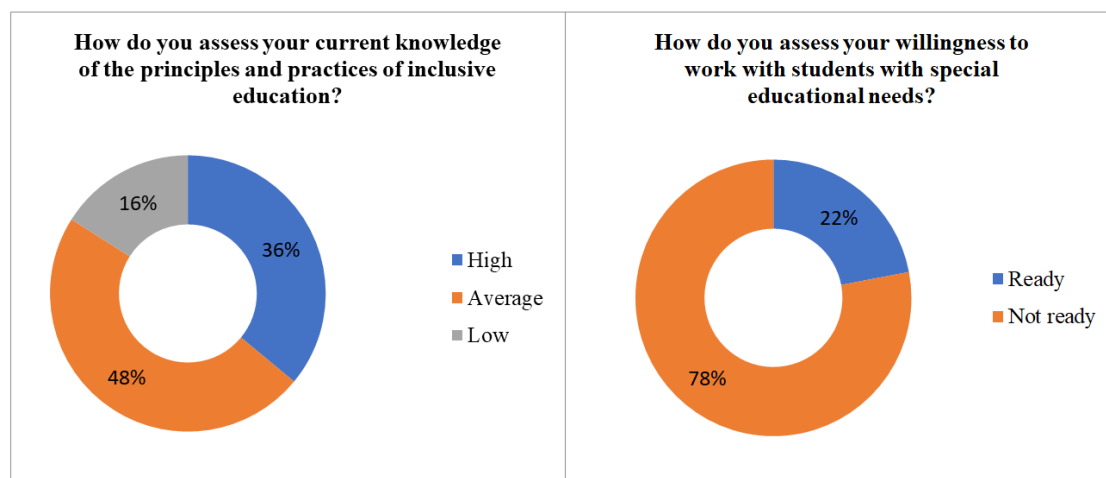


Diagram 1 – Survey answers

An especially important finding of the study concerns the lack of practical training opportunities in inclusive educational settings. According to the survey results, 82% of respondents stated that their educational programs did not provide sufficient practical lessons, internships, or teaching experience in inclusive schools. This issue represents one of the most serious weaknesses in current teacher preparation systems. Without direct practical engagement, students are unable to develop confidence, adaptive teaching skills, classroom management strategies, and professional flexibility required for effective inclusive practice.

The lack of practical preparation also influences students' emotional readiness for professional activity. Many respondents noted feelings of anxiety, uncertainty, and fear of making mistakes while working with students who have special educational needs. Such concerns indicate that psychological preparedness should be considered an essential component of teacher education alongside theoretical and methodological preparation.

At the same time, the survey demonstrated strong recognition among participants of the social significance of inclusive education. Nearly all respondents agreed that inclusive education contributes to equality, tolerance, social integration, and the development of a more inclusive society. Students emphasized that inclusive educational environments help learners develop empathy, cooperation, and respect for diversity from an early age. These findings indicate that future educators generally support the principles of inclusion and understand its broader social value.

When discussing possible ways to improve teacher preparation programs, respondents repeatedly emphasized the importance of practical and interactive forms of learning. Students identified specialized workshops, simulation-based learning, case-study analysis, collaborative projects, and supervised internships in inclusive educational institutions as the most effective forms of preparation. Many respondents also highlighted the importance of mentorship and professional support from experienced educators working in inclusive settings.

Based on the survey findings, several effective strategies for improving teacher preparation for inclusive educational environments were identified (Table 1).

Table 1 – Effective Training Strategies for Teachers

1	Curriculum Update	Include modules on inclusive education in the curriculum, emphasizing differentiation and adaptable teaching strategies. Students will gain a thorough understanding of the fundamental ideas and procedures of inclusive education as a result.
2	Sessions of Practice	Arrange for frequent hands-on training and internships in inclusive schools. Students will be able to put their academic knowledge to use in practical situations and acquire the abilities needed to function well in a diverse workplace as a result.
3	Experience Sharing	Take part in master courses and workshops conducted by seasoned experts in the field of inclusive education to share your experiences. This will make information sharing easier and give students access to cutting-edge methods and contemporary practices.

Continuation of Table 1

4	Continuous Student Feedback Collection	To assess the success of the curriculum and make any required revisions, collect and analyze student input on a regular basis. By doing this, you can make sure that the instruction stays current and meets the needs of the pupils.
5	Frequent Updates of Educational Materials	Keep educational materials and resources up to date with the most recent findings and innovations in inclusive education. This guarantees that the knowledge and techniques imparted stay up to date and applicable.
6	Support and Mentorship	Provide students with access to resources, advice, and direction to help them overcome obstacles they face during their training by putting in place a system of support and mentorship.

The effectiveness of these strategies is supported both by the survey findings and by existing studies in the field of inclusive education. Previous research has consistently demonstrated that practice-oriented preparation, reflective learning, collaborative teaching approaches, and continuous professional support significantly improve teachers' readiness for inclusive professional activity.

Elements of the proposed strategies were partially implemented during practical discussions, workshops, and reflective activities conducted with students participating in the study. During these activities, students demonstrated increased engagement and stronger interest in inclusive teaching practices. In particular, interactive tasks related to differentiated instruction, case analysis, and classroom problem-solving contributed to higher levels of confidence and professional motivation among participants.

Students reported that practical activities helped them better understand the challenges associated with inclusive teaching and allowed them to develop communication, collaboration, and adaptive instructional skills. Furthermore, participation in discussions focused on real classroom situations encouraged future teachers to think critically about inclusive educational practices and increased their awareness of the emotional and professional demands associated with inclusive teaching.

The findings of the present study demonstrate that the issue of preparing future teachers for inclusive educational environments remains highly relevant within contemporary higher education systems. Although inclusive education is increasingly recognized as an important component of modern educational policy, the survey results indicate that many future educators still experience insufficient professional and psychological readiness for practical work in inclusive classrooms.

One of the central findings of the study is the discrepancy between theoretical knowledge and practical preparedness. While most respondents demonstrated a general understanding of the principles of inclusive education, only a relatively small proportion of students felt fully prepared to apply inclusive teaching strategies in real educational settings. This finding supports the conclusions of previous studies emphasizing that theoretical instruction alone cannot ensure effective preparation for inclusive professional activity. As noted by Florian and Linklater, inclusive teaching requires not only knowledge acquisition but also the transformation of teachers' professional thinking, adaptive abilities, and attitudes toward diversity.

The results further suggest that current teacher education programs do not yet provide sufficient opportunities for practical engagement with inclusive educational environments. The lack of internships, classroom observation, and supervised teaching practice in inclusive schools was identified by respondents as one of the main limitations of their professional preparation. This issue is particularly significant because practical experience allows future teachers to develop confidence, emotional resilience, classroom management strategies, and communication skills necessary for working with students who have diverse educational needs.

The findings of the study also highlight the importance of psychological readiness as a critical component of inclusive teacher preparation. Many respondents reported feelings of uncertainty and anxiety regarding future work with students who have special educational needs. Such concerns demonstrate that inclusive teaching is associated not only with methodological challenges but also with emotional and interpersonal demands. Therefore, teacher education programs should focus not only on academic knowledge and teaching methods but also on the development of empathy, tolerance, stress resistance, and emotional intelligence.

Another important aspect revealed by the study concerns students' perceptions of the competencies required for successful inclusive teaching. Respondents consistently emphasized the importance of communication skills, differentiated instruction, adaptive teaching strategies, and collaborative problem-solving. These findings correspond with contemporary pedagogical approaches that view inclusive education as a multidimensional process requiring flexibility, cooperation, and continuous professional reflection.

The study additionally confirms the strategic role of higher education institutions in shaping future teachers' attitudes toward inclusion and diversity. Universities are responsible not only for transferring professional knowledge but also for fostering inclusive values and ethical responsibility among future educators. In this regard, teacher education should be viewed as a holistic process that integrates theoretical preparation, practical experience, and personal professional development.

The proposed strategies for improving teacher preparation were positively evaluated by students participating in the research. In particular, respondents emphasized the importance of practice-oriented learning methods, including workshops, case-study analysis, simulation-based activities, and internships in inclusive educational institutions. These approaches allow future teachers to connect theoretical concepts with practical pedagogical situations and develop greater confidence in their professional abilities.

The partial implementation of interactive and reflective learning activities during the study also demonstrated positive educational outcomes. Students showed increased engagement and more active participation during practical discussions related to inclusive classroom management and adaptive teaching. Furthermore, collaborative activities encouraged students to exchange ideas, reflect on educational challenges, and develop problem-solving skills relevant to inclusive educational practice.

The findings therefore support the argument that effective preparation for inclusive education requires a comprehensive and interdisciplinary approach. Teacher training programs should combine methodological instruction, psychological preparation, practical experience, mentorship, and continuous professional support. Such an approach may significantly improve future teachers' readiness for inclusive professional activity and contribute to the creation of supportive educational environments for all learners.

At the same time, several limitations of the present study should be acknowledged. The research was conducted using a relatively small sample of students from pedagogical disciplines, which may limit the generalizability of the findings. In addition, the study primarily relied on self-reported perceptions of preparedness rather than direct assessment of professional competencies in real classroom settings. Future studies may therefore focus on experimental implementation of the proposed strategies, comparative analysis across institutions, and long-term evaluation of teacher readiness in inclusive educational environments.

Overall, the study confirms that modernization of teacher education programs is essential for the successful implementation of inclusive education. Strengthening practical preparation, increasing exposure to inclusive classroom environments, and developing adaptive and psychological competencies may substantially improve the quality of teacher preparation and support the development of more inclusive educational systems.

Conclusion. It is inevitable that inclusive education will result in modifications to the ways in which students engage with one another and with teachers. In order for inclusive education to be effective, educators need to have the chance to apply and develop pertinent skills in authentic learning environments in addition to being aware of its guiding concepts and practices.

Creating complete curricula that incorporate hands-on learning, master classes, and instruction in differentiated instruction and adaptive teaching strategies should be the main goal of contemporary pedagogical programs. Furthermore, it is critical to stress the value of ongoing professional development for educators through webinars, seminars, and monthly training.

In summary, the successful implementation of an inclusive education system necessitates a careful approach to teacher preparation and training for these kinds of settings. This helps to create a more inclusive society in addition to raising the standard of education for students with special needs.

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